

# **SEND Policy**



**Reviewed: March 2024**

**Completed by H Elderfield (SENCO)**

## **Special Educational Needs and Disability (SEND) provision**

### **Introduction**

This policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designated to ensure all student's needs are met.

The Governing Board believes that all students, regardless of ability and behaviour, are valued equally at Minet Junior School. Special Educational Needs and Disability (SEND) student's needs are recognised and met through a varied and flexible curriculum provision.

Students with every type of SEND are fully integrated into the life of the school and all students contribute to the social and cultural activities of the school. Every effort is made to ensure that all students make outstanding progress and are well prepared for adulthood.

### **Minet Junior School's Intent to Special Educational Needs**

Minet Junior School aims to provide a secure and happy environment in which students can develop their skills and access the curriculum. The school plays an important role in building students' confidence and raising self-esteem.

All students receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is facilitated by whatever means necessary to ensure success is achieved. All teachers are fully inclusive and take into account:

1. Setting suitable learning challenges;
2. Responding to students' diverse learning needs;
3. Overcoming potential barriers to learning and assessment for individuals and groups of students.

We want all children to access the National Curriculum and feel as though they are part of a community. We fully take into account the relevant needs of the child and use their likes and dislikes to support us with the everyday teaching of each child. We want children to leave Minet Junior School with the life skills and ability to communicate their wants and needs and in addition have an understanding of the cognitive processes to work within or beginning to work within age related expectations.

### **How we implement SEND in Minet Junior School?**

The SENCO at Minet Junior School is Miss Holly Elderfield, who holds the National SENCO accreditation. In addition we have our Assistant Headteacher for Inclusion: Mrs Rosalie Taylor, who also holds the National SENCO accreditation.

Responsibilities for the SENCO include the following:-

- Overseeing the day-to-day operation of the SEND policy;
- Coordinating provision for students with SEND;
- Ensuring there is liaison with parents and other professionals in respect of students with SEND;
- Managing the Teaching Assistants who support SEND students

- Advising and supporting other practitioners in the school;
- Contributing to the in-service training of the staff;
- Ensuring that appropriate Education and Health Care plans (EHCPs) are in place and that relevant background information about students with SEND is collected, recorded and updated.
- Liaising with external agencies including the Local Authority and Educational Psychology services, Health and Social Services and voluntary bodies.

The inclusion team will support your child during their education at Minet Junior School.

They include:

- Lauren Cooper - Personal development, attitude and development lead
- Michelle Connolly - Thrive Practitioner
- Sharon Elliott - Learning Mentor
- Wendy Page - Family Support worker

All teaching staff are responsible for their students with SEND and are supported by additional practitioners, such as Teaching Assistants and external advisors. All of these members of staff are experienced and well trained in their area of expertise. They are always willing to help and can be available for meetings if required.

All students are entitled to a broad, balanced and relevant curriculum. Student progress is monitored using a range of assessments and all information gained is used to support planning in order to aid progress. The SEND information report on the implementation of the SEND policy is made annually and is available on the school's website. SEND provision is an integral part of the School Development Plan.

Continued professional development is an integral part of the SEND policy. The Head of Inclusion provides training to staff on autism, inclusion, dyslexia and other areas as needed. We have training delivered once a year from the Autism link from the Local Authority and regularly send staff on training provided by the Local Authority. This enables the teachers to be trained on specific areas of need, which may be a more diverse specific need. Higher Learning Teaching Assistant (HLTA) and TA training is provided as part of the core professional development with additional training provided throughout the year.

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach which sometimes includes completing the Inter-Agency Assessment Framework to support the family as well as the pupil. Some of the agencies included are:

### **Educational Psychologist Service**

This service offers support in connection with students' who may have a learning, physical or emotional/behavioural difficulties. Educational Psychologists work closely with the school, including meeting with students and parents. They may work at the individual, group or systems level. Statutory duties relate to the Code of Practice for the assessment of students with special educational needs.

### **Occupational Therapy**

The Occupational Therapist comes into school to assess students in their remit to ensure support is appropriate to their needs.

## **Speech and Language Therapy**

The Speech and Language therapist comes into school and delivers a speech and language programme to students in their remit and provides support appropriate to their needs.

## **Visual and Hearing Impairment Team**

Students who are visually impaired or who have a hearing impairment are monitored termly by the relevant specialists from the London Borough of Hillingdon.

## **Physio Therapy**

Physio Therapists come into school and work with specific children. They are given appropriate exercises to complete that will support them and their needs.

## **Student Participation**

The school encourages all students, including those with SEND, to make decisions about their education. All students are expected to reflect on and evaluate their own learning success and discuss their needs with a member of staff.

Students participate where possible, in all the decision making processes, including setting targets, discussing their choices, assessment of needs and in the review procedures. Pupil Voice and One Page Profiles are used and are shared with the relevant members of staff to ensure the pupils' voices are being heard and listened too.

## **Parents**

The school works closely with all parents in the following ways:-

- Parents are encouraged to discuss any issues and concerns with form teacher and Assistant Head for Inclusion;
- Parents are invited once a term to attend an SEND coffee morning. This gives them the opportunity to meet other parents. On occasions, guest speakers are invited;
- Parents are notified early on if the school has any concerns and there is always a willingness to listen to issues brought forward for discussion;
- The school shares information with parents/guardians in individual meetings;
- The school promotes a culture of cooperation between parents, schools, LEAs and other relevant parties. This is important in enabling students with SEND to achieve their full potential;
- The school respects the differing needs of parents/guardians such as a disability or communication and linguistic barriers and supports accordingly;
- The school holds an Annual Review for any student with an EHCP;
- The school evaluates the progress a child with SEND has made towards his/her desired outcomes as part of the Annual Review.

## **Admissions**

The school welcomes all students and endeavours to ensure that appropriate provision is made to cater for their needs. All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/guardians are always informed.

## **Identifying Students with Special Educational Needs**

Students are initially identified as having SEND through liaison with infant partner schools. Students may be identified during their time at Minet Junior School either through staff observation or by referral from an outside agency. If a student has a diagnosis of a difficulty and requires additional support/ interventions then they will be placed on the SEND register.

The progress of students with SEND are reviewed regularly and the progress of students with EHCPs are reviewed annually as required by legislation. Progress of vulnerable students are regularly monitored.

### **Special Educational Needs and the Disability Code of Practice: 0-25 years 2014**

The SEND Code of Practice 2014 outlines a graduated cycle approach:

Assess – Plan – Do – Review

If, following this cycle, there are still concerns, advice may be sought and higher levels of intervention may be suggested. If appropriate, further assessments may be conducted which then require the school to seek external advice from specialists such as the Educational Psychologist or the Language Advisory service.

In a very small number of cases, despite numerous cycles of intervention, if the needs are still not being met, the school may start the statutory assessment process for an Education and Health Care (EHC) plan.

At Minet Junior School, all teachers are expected to plan lessons according to the specific needs of all students in their class.

Specific resources and strategies are used where appropriate to support students on an individual basis and as part of a group. The school's curriculum takes into account a wide range of learners' needs. Planning and teaching are modified to ensure impact on progress.

### **Students with SEND support**

Student progress is monitored termly by the class teacher. Where the data shows that learners with SEND are not making progress towards their targets, a meeting will be held with the Assistant Head for Inclusion who will work with relevant colleagues to improve provision.

Provision for pupils with SEND is carefully matched to group and individual needs, following progress review. This is recorded in a provision map that is reviewed at least termly. There is an emphasis on flexibility and early response. Parents and pupils will be part of this assess, plan, do, review process.

Individual pupil progress will be monitored by the school tracking system and by the Assistant Head for Inclusion with Parents and the Governing Board. A full report on the progress of children will be presented to the Governing Board once per year and the identified SEND Governor will take a full role regarding the progress of these children with both the Assistant Head for Inclusion and the Head teacher.

### **Students with an EHC plan**

In addition to parents' evening, each student with an Educational Health and Care Plan (EHCP) has an Annual Review meeting. Professionals needed to review the student's progress against the outcomes of the EHCP are invited to this meeting to work alongside the student and their parents. The EHCP incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment for an EHCP is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. If an EHCP is issued, it will be reviewed annually with all professionals, parents and the pupil.

## **How is the school physically accessible for children with SEND?**

The temporary school building for years 3, 5 and 6 is all on ground level and is fully accessible to all users. Every classroom has an accessible door to the outside. Access to the school is appropriate for all.

At present wheelchair access to upstairs classrooms in the terrapin, where year 4 are taught is not possible, however there is a classroom downstairs which has a ramp to allow access.

For more information please see the school Accessibility plan on the school website.

The school ensures that equipment used is accessible to all children regardless of their needs. Specialist equipment includes 'Move and Sit' cushions, training scissors, coloured overlays, headphones, pencil grips, triangular and chunky writing implements and the use of laptops.

Classrooms have the space to provide specialist provision, such as workstations. The school has a specific medical room to support pupils with medical conditions. The school is constantly reviewing accessibility and welcome advice and feedback on how it could be improved.

## **How will children with SEND be supported during transition?**

Transition is when a child is moving class or school. Children with SEND can find moving difficult so the school plans carefully for these events.

Children moving to our school from Key Stage 1 will have opportunities to visit their new class, tour the new areas of the school and share playtimes and assemblies during transition in Summer Term. All information from the previous school is shared with the inclusion team. Meetings with parents will take place before the start of September to ensure transition is as smooth as possible.

When moving class, the children meet their new teacher before the move happens. The existing class teacher meets with the new class teacher in advance so that all information can be passed on, including all provision maps, one page profiles and SEND Support records.

When moving school our Assistant Headteacher for Inclusion or SENCO, will contact the new school to make sure that they are aware of any special provision/support that the child needs. All SEND Support records will be sent to the new school as soon as possible. If needed a transition book or social stories can be developed to support the pupil with their move.

In Year 6, when the pupils transfer to secondary school, the Year 6 teachers and the SENCO meet with the transition staff from the secondary school to discuss each pupils individual needs. All Year 6 children take part in a 6-week transition program, that happens in school, to prepare all Year 6 children for secondary school. We feel as though this is especially important to the children who have SEND. Most secondary schools will also visit the pupils in this school.

## **Complaints procedure**

Complaints about SEND provision are rare. We would encourage you to speak to the class teacher or a member of the inclusion team (Holly Elderfield or Rosalie Taylor) and we will arrange a meeting to discuss your concerns.

We very much hope that all matters can be resolved quickly and within school, but if there is a further complaint it should be made following the school's Complaints Procedure Policy which can be found on the school website.

## **What impact we will see for child with SEND?**

We expect children to make progress in all areas of school life. This includes academic success, communication and interaction, social and emotional and mental well-being. We want children to have an enjoyment of the curriculum and thrive in their own ways. Children with SEND will have good attendance, have good relationships with staff, receive bespoke interventions and support

Governors are involved in developing and monitoring the policy. They are kept up to date and are knowledgeable about the provision, deployment of funding, equipment and personal resources used at Minet Junior. The named governor for SEND is Miss Lauren Cooper. The quality of SEND provision is continually monitored, evaluated and reviewed.

The Governing board should:

- Ensure the school has suitable arrangements for consulting with parents;
- Be responsible for implementation of reforms;
- Be responsible for ensuring the school publish a SEND Policy;
- Be responsible and ensuring the school is fulfilling its legal duties;
- Ensure the school publishes information about the arrangements for the admission of disabled students.

### **Available support**

Key policies are on the school website (<https://www.minetjunior.org.uk/policies/>). These are:

- SEND policy
- Equality policy
- School Accessibility plan

Paper copies or translated copies are available from the school office upon request.

Other government information that you may want to look at includes:

- Equality act- 2010
- Special Education Needs and Disability Code of Practice: 0-25 years – June 2014
- The Children and Families Act 2014



For more information about services in Hillingdon for families with SEND children look at Hillingdon's Local Offer - Website: [www.hillingdon.gov.uk](http://www.hillingdon.gov.uk) - Telephone: 01895 250429. Hillingdon's Local Offer <https://hillington.gov.uk/send> .

Hillingdon Inclusion Team: 01895 250516

Hillingdon Care and Support Directory:  
<https://careandsupport.hillingdon.gov.uk/Categories/133>

SENDIASS Hillingdon website <https://www.hillingdonsendiass.co.uk/>

SENDIASS Hillingdon contact number: 01895 277001

SENDIASS Hillingdon email address: [sendiass@hillington.gov.uk](mailto:sendiass@hillington.gov.uk)

[www.cafamily.org.uk](http://www.cafamily.org.uk) – for disabled children and their families

[www.adhdandautism.org](http://www.adhdandautism.org) - Centre for ADHD and Autism Support for parents and children

[www.hacs.org.uk](http://www.hacs.org.uk) - Hillingdon Autistic Care and Support

[www.youngminds.org.uk](http://www.youngminds.org.uk) - children and young people's mental health charity